

CATALOG INFORMATION

Dept and Nbr: ASL 135

Title: CONSECUTIVE INTERPRET II

Full Title: Consecutive Interpreting II

Last Reviewed: 4/2/2007

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 210.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**  
Using interpreting models introduced in ASL 134, this course will complete the foundation in consecutive work needed to transition to simultaneous interpreting processes.

**Prerequisites/Corequisites:**  
Completion of ASL 134 or equivalent.

**Recommended Preparation:**  
Completion of ASL 130 or equivalent.

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Using interpreting models introduced in ASL 134, this course will complete the foundation in consecutive work needed to transition to simultaneous interpreting processes. (Grade or P/NP)  
Prerequisites/Corequisites: Completion of ASL 134 or equivalent.  
Recommended: Completion of ASL 130 or equivalent.  
Limits on Enrollment:  
Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>

<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
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<b>CSU Transfer:</b>	<b>Effective:</b>	<b>Inactive:</b>
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<b>UC Transfer:</b>	<b>Effective:</b>	<b>Inactive:</b>
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**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course, students will be able to:

1. Discuss and demonstrate the Colonomos' Pedagogical Model of Interpretation in several advanced consecutive and simultaneous interpreting situations.
2. Describe and demonstrate Gish Information-Processing Model of Interpretation and demonstrate its use in several advanced consecutive and simultaneous interpreting situations.
3. Synthesize advanced cognitive processing skills such as memory, decalage techniques, multi-tasking exercises, identify meaningful chunks and incorporate various levels of processing within simultaneous interpretation.
4. Describe and demonstrate the overall processes of consecutive and simultaneous interpreting between English and ASL.
5. Analyze short and medium-length examples of advanced discourse styles and texts in either English or ASL, creating an accurate version in the counterpart language.
6. Synthesize various self-assessment tools into a concise analysis of comprehension, transference and reformulation of messages as elements of the interpreting process.

### **Topics and Scope:**

- I. The Colonomos' Pedagogical Model of ASL-English Interpreting
  - A. Basic structure of model
  - B. Tools used within the model
  - C. Breakdown of the various tasks that are part of the model
  - D. Using the model in actual interpreting situations
- II. The Gish Information-Processing Model
  - A. Identifying elements of source texts
    1. Goals

- 2. Themes
- 3. Objectives
- 4. Units
- 5. Details
- B. Incorporating the model into interpreting situations
- III. Cognitive Processes and Tools and their Application to ASL-English Interpreting
  - A. Memory
  - B. Multitasking
  - C. Identification of pre-chunked texts
  - D. Self-chunked texts
  - E. Processing time-decalage
  - F. Monitor target language messages for accuracy
  - G. Using cognitive processes and tools in interpreting situations
- IV. The Consecutive and Simultaneous Interpreting Processes
  - A. Impact of various models
  - B. Application of models and techniques to the interpreting process
  - C. Variations in discourse styles
  - D. Demonstration in actual interpreting situations
- V. Self-Assessment Tools and How They Can be Used in Revision of the Interpretation
  - A. The five-step follow-up process
    - 1. Observation
    - 2. Selection
    - 3. Analysis
    - 4. Assessment
    - 5. Action
  - B. Use of professional models and language to describe students' work
  - C. Analyzing an interpreted work in terms of both process and product
  - D. Incorporation of Guided Self-Assessment techniques

### **Assignment:**

- 1. Students will indicate progress through self-assessment reports.
- 2. Creating written weekly goals to improve areas that need strengthening.
- 3. Performing weekly video-taped exercises to strengthen processing.
- 4. Preparation of 5-6 consecutive selections from spoken English to ASL.
- 5. Preparation of 5-6 consecutive selections from ASL to spoken English.
- 6. Interpret four discourse styles based on signed and spoken stimulus material.
- 7. Self-Assessment reports analyzing the work and pointing out successful and less successful parts of the 4-5 simultaneous samples.
- 8. Demonstrations of applications of the steps involved in consecutive and simultaneous interpreting.
- 9. Written exams (1-3).

### **Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written reports

Writing  
15 - 20%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Interpretations, self-assessment, presentations

Problem solving  
20 - 25%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Consecutive and simultaneous interpreting demos

Skill Demonstrations  
20 - 25%

**Exams:** All forms of formal testing, other than skill performance exams.

Short essay

Exams  
25 - 30%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Class participation

Other Category  
5 - 15%

### **Representative Textbooks and Materials:**

Textbooks:

Larson, M. (1998), MEANING BASED TRANSLATION, Second Edition, University Press of America, Lanham, MD.

Selekovitch, D. (1994) INTERPRETING FOR INTERNATIONAL CONFERENCES: PROBLEMS OF LANGUAGE AND COMMUNICATION, Washington, D.C., Pen & Booth.

Selected Readings:

Isham, W.P. (1986) THE ROLE OF MESSAGE ANALYSIS IN INTERPRETATION. In M. McIntyre, (Ed.).

Gish, S. (1987) INTERPRETING: THE ART OF CROSS CULTURAL MEDIATION